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| **Appendix 1**  ndcrest_m | **LESSON PLAN****SCHOOL OF EDUCATION** |  |

### LESSON ORGANISATION

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| **Year Level:** 2 **LESSON FOUR**  **Learning Area:** SCIENCE | | | | | **Students’ Prior Knowledge:**   * Students understand that water is essential to all living things. * Students are aware of using the internet responsibly * Students have explored ways to save water in our daily routines * Students have explored the water cycle and how it works | | | | |
| **Strand/Topic from the Australian Curriculum:** Earth and Space Sciences - Earth’s resources, including water, are used in a variety of ways [(ACSSU032)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSSU032) | | | | |  | | | | |
| **General Capabilities** (*that may potentially be covered in the lesson)* | | | | | | | | | |
| **Literacy** | **Numeracy** | **ICT competence** | | **Critical and creative thinking** | | **Ethical behaviour** | | **Personal and Social competence** | **Intercultural understanding** |
| **Cross-curriculum priorities** *(may be addressed in the lesson)* | | | | | | | | | |
| **Aboriginal and Torres Strait Islander histories and cultures** | | | **Asia and Australia’s engagement with Asia** | | | | **Sustainability** | | |
| **Lesson Objectives** *(i.e. anticipated outcomes of this lesson, in point form beginning with an action verb)*  *As a result of this lesson, students will be able to:*   * Apply their knowledge of the water cycle to create their own journey for their water drop * Create a comic strip using comiclife, to show the journey of their water drop | | | | | | | | | |
| **Teacher’s Prior Preparation/Organisation:**   * Prepare an example of comiclife * Save photos to task 4 on the class wikispace for students to use * Hyperlink the survery to task 4 on the wikispace for students to locate for the end of the lesson | | | | | **Provision for students at educational risk**:   * Go around and help students who are struggling to get down the writing for each stage of their comic strip * Lesson is whole class centred (same pace) no need for extension. | | | | |
| **LESSON EVALUATION (to be completed AFTER the lesson)** | | | | | | | | | |
| **Assessment of Lesson Objective and Suggestions for Improvement**:  **Questioning**- to examine students understanding of the water cycle by beginning the lesson recapping what they already know  **Survey –** Students will have time to reflect on the lesson and the program they used in class using a rating scale  **Observations** **and checklist** - will also be used to monitor progress and ability to navigate through the comiclife program | | | | | | | | | |
| **Teacher self-reflection and self-evaluation**: | | | | | | | | | |
| [**OFFICIAL USE ONLY**] Comments by classroom teacher, HOPP, supervisor: | | | | | | | | | |

### LESSON DELIVERY (attach worksheets, examples, marking key, etc, as relevant)

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| **Time**  5 mins  10 mins  25 – 30 mins  5 mins  5 mins | **Motivation and Introduction:**   * Direct students to come sit on the mat in front of the smartboard * Recap on previous lessons * Who can tell me something about the water cycle that we have learnt so far?   **Lesson Steps** *(Lesson content, structure, strategies & Key Questions):*   * All of todays instructions can be found under task 4 of the class wikispace that they have looked at and used in previous lessons   **Comiclife**   * Teacher needs to model on the smartboard to the students how to use the comiclife program and where to find it on the computer system * Showing students how to drag features within the program to create their comic page/s * Model to students how to incorporate images into the program from their computers so that they can include images in their comics * Show students the completed example that has been done prior to the lesson and leave this on the smartboard for students to refer to during the lesson   **Comiclife Activity**   * Students are to move back to their desks/behind a computer and get the program comiclife up * Teacher is to circulate the classroom to help students when needed and to ensure that students are staying on task * Students have 25 – 30 minutes to work on creating their comic     **Lesson Closure**:(*Review lesson objectives with students)*    **Survey**   * Students are to switch their computer screens off and look at the teacher with their hands on their head waiting for their next instruction * Before the end of the lesson (when instructed to do so) you will need to go back onto our class wikispace and under task 4 you will see the word ‘survey’ you need to click on that button and answer the questions on there about comiclife and the activity you have just completed * Teacher quickly gets the survey to demonstrate what it looks like and how to navigate around the page * Students have 5 minutes to complete the short survey * Students complete the survey by choosing the appropriate number to answer the questions * Students are to save their comic of their water drops journey onto their USB and save it as ‘My water drops journey’ then hand it to the teacher before the end of the lesson for me to look at * Students comics will be printed off and placed on a display board around the classroom | **Resources/References**    *Class Wikispace*  *Comiclife Program*  *Task 4*  *Comiclife*  *Open survey page on interactive whiteboard.*  *Survey*  *Water Drop Comic & Students USB’s* |